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ABSTRACT

A project designed to put into practice elements of new and tested concepts in the behavioral sciences is described. It contains elements of humanistic education, systems analysis, group counseling and group guidance, and principles known to improve communication between people and to lead to a better understanding of self. The suggestions within this booklet have been tried in schools in the state of New York in classroom and faculty groups and found to work in particular situations. However, they have been designed as an ideal program and have not all been used in a single school situation. The Problem Solving Project, Phase II, is a booklet designed to outline a basic program for the leaders or facilitators of the small groups which serve as instructional tools. A self-learning program for trainers and selection procedures for student leaders and trainers are included. (Author/BW)

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PROBLEM SOLVING PROJECT

PHASE I

OVERVIEW

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THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF GUIDANCE / ALBANY, NEW YORK 12224
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Problem Solving Project

PHASE I

OVERVIEW

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THE STATE EDUCATION DEPARTMENT
Bureau of Guidance
Albany, New York 12224
1972

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FOREWORD

This publication describes an effort by the Bureau of Guidance to aid schools in putting into practice elements of new and tested concepts in the behavioral sciences. It contains elements of humanistic education, systems analysis, group counseling and group guidance, and principles known to improve communication between people and to lead to a better understanding of self.

The suggestions within this booklet have been tried in schools in the State in classroom and faculty groups and found to work in particular situations. However, they have been designed as an ideal program and have not all been used in a single school situation. It is, therefore, expected that the readers of this document will be selective in what they choose to implement and be careful that it is appropriate for their particular application. In this regard, the Bureau would especially like to hear from those school districts using these materials and similiar approaches in respect to their effectiveness and outcomes.

The Bureau of Guidance is available to help individual school districts and collections of school districts in implementing this project. Aid may be in the form of additional written materials, specific consultative assistance, help in securing consultants for particular problems, and help in setting up and carrying out workshops on related topics. In the latter category assistance is available for content items (for example, guidance in general, drugs, problem solving techniques, systems analysis, program planning, and other related topics) and for "process items" as they relate to the broader terminology of humanistic education.

This publication was prepared by John P. Stebbins, associate in education guidance, Bureau of Guidance, New York State Education Department. He was assisted by a number of persons in the original project schools. Among those offering special help were John P. Harrison, Jr., Scotia-Glenville Central School; Michael Koss, State University of New York at Stony Brook; and Marie Myers, Fayetteville-Manlius Central Schools.

Other publications in the series, Problem Solving Project, are available. A list of additional titles in this series and on other related topics may be obtained by writing to: Bureau of Guidance, State Education Department, Albany, New York 12224.

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I. General Introduction to the Problem Solving Project for School Community Groups

The current emphasis on humanistic education has brought about a refinement of many educational techniques. One of these is the use of the small peer group as an instructional tool. When used under carefully defined and structured conditions, these groups can help their members to internalize information, develop concepts and ideas, and provide an experiential setting for them to experiment and try new approaches to communication with others and to self-understanding. The Problem Solving Project is a structure to allow those people interested in moving with humanistic education concepts to have a starting point to begin their efforts in a local school and community. It provides opportunities for many styles and techniques in the humanistic education framework to be used and to be evaluated in a local situation using personnel in their present organizational framework.

A. What the Problem Solving Project Is

The Problem Solving Project is a structured program that develops the general goal of increasing communication and understanding among project participants. It strives directly to help solve multiple community problems and individual problems with the aim of reducing tension, conflicts, and frustration, so that the participants can better use their talents and skills in developing effective and satisfying life patterns. The program has four facets - students, parents, community, and school. The school's function is to supply time and space and a training team to help participants set up and run their own small group sessions. It must also supply space for a resource library and resource personnel called for by the program needs. Students plan and participate in approximately 20 small group sessions. They arrange and carry out discussions with their parents on controversial subjects, and they plan and participate in an appropriate leadership training program. Parents must give permission for their children to participate in the project, and they themselves participate in approximately 10 evening small group sessions covering, generally, "understanding the frustrations of youth" and "how to communicate with and understand youth." They select and pay a trained group leader for their sessions. They also select and discuss controversial topics with their children without losing their tempers or imposing penalties and are expected to read information about the project in general and to meet with the training team to ask questions. The community selects personnel for an advisory group to the project. This group selects a time and a place for monthly meetings and sends representatives. The community also implements suggestions developed by the Advisory Committee.

In briefest form the objectives of the Problem Solving Project are to:

- Learn and use a peer group process technique
- Develop and refine communication skills
- Develop and use problem solving skills and explore alternate courses of action
- Develop skills to aid in creating an effective and satisfying life style
- Strengthen individual development patterns and the ability tomanage improper group pressures
- Learn to make constructive use of peer resources
- Develop an awareness and sense of responsibility for societal functions
- Learn to recognize differences in learning and living styles and to develop a tolerance for all of them
- Encourage and extend the use of peer group process

To accomplish these objectives, four operational groups are established.

. Student Groups

Student groups with no more than ten students per group to meet twice a week for twenty sessions in the regular school program under the direction of a trained peer leader to discuss, learn about, and inform on problem topic of their choice

. Parent Group

Parent group with no more than ten parents to meet for ten sessions in the community under the direction of a trained group leader to work toward better communication with, and understanding of, their children

. Community Advisory Group

Representative community advisory committee to meet regularly to aid in establishing, reviewing, revising, and evaluating basic project guidelines and design, to provide public relations, and to aid in securing appropriate resources

. Training Team Group

Team responsible for implementing the leadership training phase by developing their own skills in leadership training and small group techniques and transferring these skills by example to the student group leaders

B. How the Problem Solving Project Was Developed

The present project had its beginning in the spring of 1970 when the Bureau of Guidance and the Counselor Education Staff of SUNY Plattsburgh combined their efforts toward a proposed summer workshop for counselors concerned with their role in drug abuse prevention programs. With the aid of an advisory committee composed of members from the Bureau of Guidance, the State Education Department Task Force of Drug Abuse, the Bureau of Inservice Education, the Bureau of School Health Services, the Bureau of School Social Work, the Division of Professional Education, the chairman of the Health Committee of the New York State Council of PTA's, the Director of Public Relations for the New York State School Boards Association, the Assistant Commissioner of the Narcotics Addiction Control Commission, and the chairman of the Counselor Education Department at SUNY Plattsburgh, a tentative program for a five day workshop was developed. The main feature of this workshop was the involvement of participants in school-community action programs for their individual districts.

Soon after this initial planning had taken place, the representative from the Bureau of Guidance was temporarily transferred to the Special Unit on Drug Education with responsibility for continuing the planning and implementation of the Plattsburgh workshop and expanding its design to include four additional workshops to provide coverage for the entire State. All workshops included the school-community team concept and a sizable involvement of participants in the small group process approach. The workshops were held during August 1970 at Plattsburgh, CW Post College, and Syracuse University.

As the workshops progressed, it became increasingly obvious that community, student, and parent involvement were essential elements in a successful approach to drug abuse problems. It also became evident that the "drug problem" was more a symptom of other problems than a problem itself and that any effective attempts to solve these problems should deal with deeper causes. This was clearly demonstrated through the work of John T. Lawler, assistant superintendent of Monticello Central School District and a member of the Monticello Drug Abuse Committee of Monticello, New York, and Herbert Brayer, coordinator of an extensive Title III project on drug abuse conducted in Coronado, California.

Following the August workshops, the Bureau of Guidance representative returned to his post with the Bureau of Guidance and as a result of the summer workshops, developed a proposal which was presented to the Chief of the Bureau of Guidance. This proposal was to involve 12 school districts in a pilot program to attack those problems which might result in student abuse of drugs. The proposal was accepted and a full time position was freed for the 1970-71 school year to implement the project.

In September of 1970 a letter was sent to the 140 school districts that participated in the August workshops at Syracuse, Plattsburgh, and CW Post College to determine which might be interested in participating as pilot schools for further developmental work. Approximately 40 school districts responded favorably and meetings were arranged with these districts to further explain the project approach. Each district was then sent a description of the proposed project and an 8-minute tape presentation to explain the philosophy behind it. Meetings were held at East Syracuse-Minoa Central School, Guilderland Central School, Chenango Forks Central School, Catskill High School, Scotia-Glenville Central School, Schalmont Central School, Buffalo City School District, Lewis County BOCES, and Herricks Central School with representatives of the school administration, guidance, and health education departments to raise and answer questions concerning the project. Following these meetings, 12 school districts were selected by the Bureau of Guidance to participate. They were selected so that at least one school was located in each Bureau of Guidance field area and so different sizes and types of school districts were represented.

The schools selected that participated during the first year were:

Baldwin	East Greenbush
Baldwinsville	East Syracuse-Minoa
Buffalo	Fayetteville-Manlius
Catskill	Monticello
Central Square	Schalmont
Chenango Forks	Scotia-Glenville

The present project materials and findings are a result of the original project design as modified by experience in the pilot districts.

C. Why the Project Was Developed

In the staff reports prepared for the Fleischmann Commission, the following statements are made in the section by Arthur R. Satz titled, "The Nature and Extent of the Drug Problem Among Students in New York State Public Schools With a Proposed Model for Workable Drug Education Programs." " . . . a critical component in the program is the weighing of decisions by the students themselves when they are confronted with drugs. It is this feature of the report that the writer considers the most innovative and the most indispensable aspect of the presented program. The reader is encouraged to see this as the crucial feature in encouraging critical thought and mature decision-making by students as the first important step towards self-realization. Our task must be to present information to them in a format that implies and encourages such decision-making. A viable drug education program does not seek to impose the decisions. Instead, it seeks to prepare the students to make their own choices based on all the available information we can

give them about their existence as a bio-chemical organism, a unique psychological entity, and a responsible member of human society." *

"Each school must be urged to determine its realistic capacities to cope with the drug problem as it exists in that school. This assessment should include the quality of available staff, the relationship of student to student within the school, the relationship of student to staff, and the kind of drug-alternate meaningful activities that the school has to offer . . . .

"The role of the State Department of Education should be to facilitate this individual assessment, to clarify the program options appropriate for the school. . . . " **

"Of the many valuable components for a successful drug program, three seem indispensable:

1. students must have the opportunity to satisfy their needs for challenge, community and self-exploration in alternative to drugs;
2. drug education must teach students a process for skillful decision-making that is valid for their emotional as well as intellectual lives;
3. there must be at least one trusted and mature adult who acts as consultant, liaison to the adult world, and implicit model for responsible and satisfying adulthood." ***

There has been a great deal of discussion among educators and critics during the past few years about the need for "affective" education, curriculum for learning about self and how one behaves emotionally. Affective curriculum typically deals with discovery of one's attitudes about race, sex, parents, religion, politics. The pedagogy of affective education often includes small group discussion, group dynamics and leadership training for both students and teachers, role playing, improvisation, construction of fantasy environments, and some live excursions into the graphic and performing arts. To the laymen, these activities may seem like "frills" and, as such, are dispensable when seeking for the educational development of young people. Actually, these are indirect but indispensable and constructive "alternatives" to more destructive experiences. Basically, even if they do not change the fundamental structure of the student's life nor of the school, they do provide satisfying opportunities to be taken as a whole person. Such experience should also be organized to impart to the student the techniques

* Preface - (page iv)
** (pages 33, 34)
*** (pages 36, 37)

to create this integration within his own life and to cope successfully with the realities of the mainstream culture.

The Problem Solving Project design states, ". . . The Problem Solving Project was developed with the aim of encouraging discussion and evaluation of current adolescent attitudes, thoughts, and problems; of learning, acquiring and using communication skills; of developing problem solving skills; and of learning how to identify, listen to, and respond to the ideas and thoughts of others."

Each district has unique circumstances which will dictate possible changes in implementation of this program. It is expected that districts will adapt the project format to accommodate local situations and use the feedback devices provided within the project design to continue revision of the program once it has been implemented.

II. Structure of the Problem Solving Project

A. Purpose

To develop and use a small group approach with students and parents as an aid in increasing communication and understanding to help solve multiple problems with the aim of reducing tension and conflict so that students can better utilize their talents and skills in developing an effective and satisfying life style.

B. Analysis of Tasks

Counselors and teachers (training team) must learn the principles of the small task group approach, how to promote and expedite it, and act as resource consultants and group leaders for local student and parent groups.

School administrators must understand, expedite, and provide basic support for the project.

Students must acquire and use leadership and group process skills, information gathering techniques, and decision-making skills.

Parents must acquire new skills in communication, establish discussion groups, and provide basic support for the approach.

Community must supply resources and facilities for small group discussions and provide basic support for the approach.

C. Prerequisites

Students must be willing to work in groups, undergo leadership training on their own time, and gather and use resource materials.

Parents must allow their children to participate in the project, support the basic project objectives and approaches, and agree to participate in small group discussions.

Community agencies must agree to support project objectives and approaches and offer appropriate resource aid to local project.

D. Identification of Required Functions

Training Team should:

- Aid in developing local advisory committee
- Aid in selecting class of 30 students for group work (divide into three groups to meet one period per week for 20 weeks)
- Develop plan for group and implement it
- Aid in selecting six students for leadership training
- Develop leadership training program and implement
- Plan and implement orientation program for teachers and community
- Start appropriate planning for resource library
- Arrange counseling time for students
- Aid in developing and implementing project evaluation plan

School Administrators should:

- Select counselors and teachers for project and give them appropriate time to function
- Arrange means for information dissemination (faculty meeting time and/or newsletter space)
- Assess and provide space and facility needs
- Advertise parent discussion groups
- Develop methods for informing Board of Education of program progress

Students should:

- Plan and participate in group sessions
- Arrange and carry out discussions with parents on controversial topics

. Plan and participate in appropriate leadership training

Parents should:

. Select time and place for parent meeting (once a week for 10 weeks)
. Arrange for selection of group leader and means of payment
. Select topics and time for discussion with their children and discuss at length (one hour or more), without losing temper or imposing penalties, two major controversial topics with their child (drugs, sex, long hair, use of car, responsibilities at home, late hours, etc.)

Community should:

. Supply personnel for advisory group
. Arrange place for monthly meeting and time
. Develop and implement means for publishing information about project
. Develop means for identifying project needs and develop appropriate procedures to meet these needs
. Review past project activities and suggest future activities

E. Flow Chart, Narrative Description, and Timetable of Problem Solving Project

The following description of the project corresponds to the flow chart on page 10.

To initiate the project in a district (1.0)* there are two steps that a school administrator must take. First he must explore the feasibility of the project for his district, acquainting himself with the project materials and then making a need assessment for his district (1.1). If he determines that the project offers advantages to his school district, he proceeds to select a planning team composed of students, faculty, local adults, and representatives from the school administration (1.2). The function of this student/adult planning team is to aid in the selection of the overall project advisory committee (2.0). The student/adult planning team develops an advisory committee selection plan (2.1) and uses it to select the permanent project advisory committee (2.2). The advisory committee may include people from the student/adult planning team or it may involve different people.

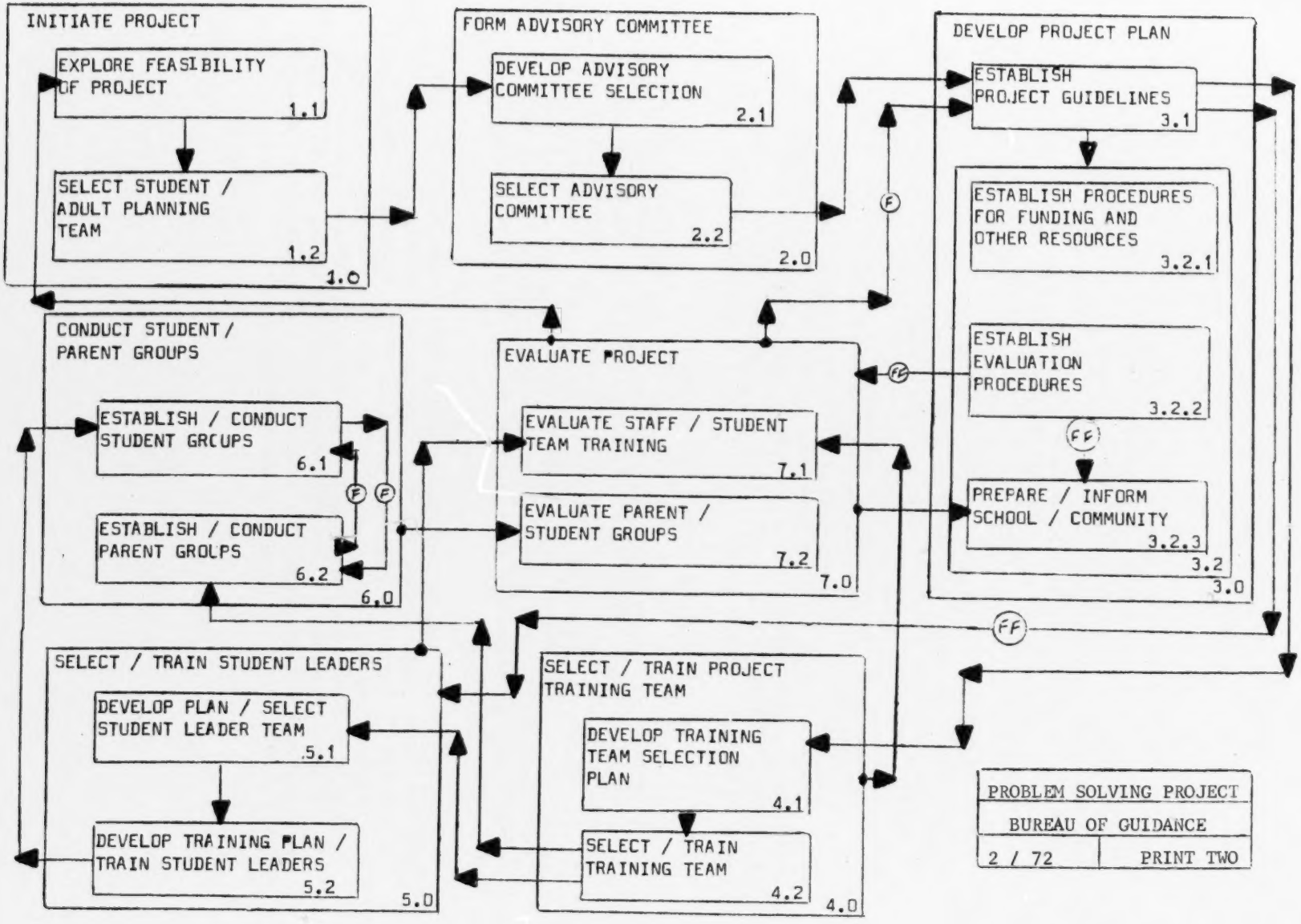
When the advisory committee has been selected, it is their function to develop the total project plan (3.0). They establish the general project guidelines (3.1) which include provision for establishment of

* see flow chart for numeral references

procedures for funding (usually nominal in the range of $50 to $300) and other resources which the project may require (3.2.1), the establishment of procedures for evaluating the project while it is in progress and at its conclusion (3.2.2), and provisions for preparing the school and the community for the project, informing them of its progress and reporting at the conclusion of the project, the results of the project (3.2.3). After evaluation procedures have been established (3.2.2), these materials are made available for the planning of the total evaluation of the project (7.0). The project guidelines provide information for the selection and training of student leaders (5.0) and instructions for the selection and training of the project Training Team (4.0). The Training Team (4.0) is the adult professional team which will be the implementing force for the development of the student and parent groups. After the development of a plan for the selection of the Training Team (4.1), it is selected (4.2) and begins its own training program (4.2). Upon completion of the training program, the Training Team sets in motion procedures for establishing and conducting the parent groups (6.2) and develops a plan for the selection of the student peer group leaders (5.1). Self-evaluation is conducted which feeds back to the general project evaluation (7.1).

After the selection plan has been developed for the training of student leaders (5.1) and the student leaders have been selected, a training plan is developed for the training of the student leaders and implemented (5.2). Upon completion, an evaluation of its effectiveness is made and the results forwarded to the general evaluation procedures (7.1). When the student leaders feel ready to proceed, they establish and conduct their student peer groups (6.1). While the student and parent groups are being conducted, a constant cross-checking is made to maximize learnings from each group as an aid in understanding the other group (6.0).

At the conclusion of the student and parent groups, a full evaluation is made and included in the general project evaluation (7.2). The results of the total project evaluation (7.0) are used in three ways: first to be forwarded to the feasibility stage of the project (1.1) to determine if the project should be continued or dropped, second into the project guidelines (3.1) to revise them if necessary, and third into the procedures for informing the community (3.2.3) so that a total overview of the project may be had by the community.


INITIATE PROJECT
EXPLORE FEASIBILITY OF PROJECT
1.1
SELECT STUDENT / ADULT PLANNING TEAM
1.2
1.0
FORM ADVISORY COMMITTEE
DEVELOP ADVISORY COMMITTEE SELECTION
2.1
SELECT ADVISORY COMMITTEE
2.2
2.0
DEVELOP PROJECT PLAN
ESTABLISH PROJECT GUIDELINES
3.1
ESTABLISH PROCEDURES FOR FUNDING AND OTHER RESOURCES
3.2.1
ESTABLISH EVALUATION PROCEDURES
3.2.2
PREPARE / INFORM SCHOOL / COMMUNITY
3.2.3
3.2
3.0
CONDUCT STUDENT / PARENT GROUPS
ESTABLISH / CONDUCT STUDENT GROUPS
6.1
ESTABLISH / CONDUCT PARENT GROUPS
6.2
6.0
EVALUATE PROJECT
EVALUATE STAFF / STUDENT TEAM TRAINING
7.1
EVALUATE PARENT / STUDENT GROUPS
7.2
7.0
SELECT / TRAIN STUDENT LEADERS
DEVELOP PLAN / SELECT STUDENT LEADER TEAM
5.1
DEVELOP TRAINING PLAN / TRAIN STUDENT LEADERS
5.2
5.0
SELECT / TRAIN PROJECT TRAINING TEAM
DEVELOP TRAINING TEAM SELECTION PLAN
4.1
SELECT / TRAIN TRAINING TEAM
4.2
4.0
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Timetable

Time Involved*	
2 weeks	A school administrator acquaints himself with the project materials and decides to proceed by selecting a student/adult planning team
4 weeks	Student/adult planning team become familiar with the project, develop an Advisory Committee selection plan, and select Advisory Committee
1 week	Advisory Committee becomes familiar with project materials
4 hours	Advisory Committee establishes project guidelines including Training Team selection plan
1 to 2 weeks	The plan and guidelines are publicized and the Training Team is selected
2 hours	The Advisory Committee and Training Team plan methods for reporting progress
4 hours	The Training Team develops, with administrative and Advisory Committee approval, a local timetable and training program plan
4 to 20 weeks	The Training Team develops and carries out a continuous learning program on project and leadership training concepts and skills
4 hours	The Training Team evaluates its adequacy to proceed with student leader training
4 hours	The Training Team develops with administrative and Advisory Committee approval, a student leader selection plan
1 week	The Training Team implements the student leader selection plan
16 hours	The Training Team develops a plan for the preliminary and concurrent student leader training sessions

*Time given in hours is actual projected clock hours needed for that activity.

3 weeks (3 double periods)	The Training Team conducts the preliminary training
1 week (1 double period)	The student leaders, with Training Team assistance, evaluate their adequacy to proceed with Problem Solving Groups
1 week	The Training Team modifies the training plan and/or student leader personnel and notifies Advisory Committee
varies with local factors	The Training Team initiates the Problem Solving Group schedule for parent groups, and student leaders begin leadership function
4 hours	The Training Team, student leaders, and Advisory Committee develop a Problem Solving Group progress evaluation plan for student and parent groups
varies with local factors	The Training Team conducts regular followup training for student leaders until the Problem Solving Group sessions are completed
16 hours	The Training Team and student leaders implement the evaluation plan
24 hours	The Training Team and student leaders report findings and recommendations
varies with local factors	The administrator and Advisory Committee review the local project report and determine if the project will be expanded at a future time

F. Responsibility Guidelines

The Responsibility Guidelines are designed to give administrators, Student/Adult Advisory Group, the Advisory Committee, Training Team members, and student leaders a tentative checklist to follow in carrying out successfully their portion of the total project. It is assumed that each item in the checklist needs to be accomplished in order to insure the successful completion of that portion of the total project. The Responsibility Guidelines are aligned with the overview, flow chart and timetable. To maintain consistency, each must be changed if any one is changed.

A. Administrator's Responsibility Guidelines

__ Read Project materials
__ Accept basic Project design
__ Provide for formation of a student/adult planning team selection plan
__ Provide for publicizing the student/adult planning team selection plan
__ Provide for implementing the student/adult planning team selection plan
__ Provide Training Team with sufficient operating time during the school day
__ Provide sufficient facilities
__ Provide sufficient materials
__ Provide sufficient funds
__ Provide sufficient resource support
__ Assist in planning method for reporting progress
__ Review and accept timetable and Student Leader Group training plan
__ Review and accept Student Leader Group selection plan
__ Provide time and publicity for Student Leader Group training
__ Review local Project report
__ Agree, if the Project is successful, to aid in the expansion of the Problem Solving Program in the school

B. Student/Adult Advisory Group Responsibility Guidelines

__ Read Project materials
__ Accept basic Project design
__ Develop a selection plan for a permanent Advisory Committee
__ Provide for publicizing the Advisory Committee selection plan
__ Provide for implementing the Advisory Committee selection plan

C. Advisory Committee Responsibility Guidelines

__ Read Project materials
__ Select monthly meeting dates
__ Select Chairman
__ Establish basic guidelines for Project
__ Provide for formation of Training Team selection plan
__ Provide for publicizing Training Team selection plan
__ Provide for implementing Training Team selection plan

__ Prepare informal public relations for Project
__ Prepare formal public relations for Project
__ Aid in establishing training plan for student leaders
__ Follow progress of Project and make suggestions for its operation
__ Establish procedures for securing funding and other resources
__ Aid students in securing resource materials
__ Aid in expediting Project goals whenever appropriate
__ Establish evaluation procedures and aid in evaluation
__ Disseminate Project results
__ Aid in establishing an ongoing program or organized small group and adult education programs to work in adult-youth problem areas
__ Review evaluation results and modify guidelines if necessary

D. Training Team Responsibility Guidelines

__ Read Project materials
__ Accept basic Project design
__ Develop timetable and Student Leader Group training program plan
__ Develop and implement a continuous learning program on Project and leadership training concepts and skills
__ Evaluate adequacy to proceed with Student Leader Group training
__ Develop Student Leader Group selection plan
__ Implement Student Leader Group selection plan
__ Develop Student Leader Group training plan
__ Conduct preliminary Student Leader Group training
__ Conduct Student Leader Group self-evaluation to determine adequacy to proceed
__ Make any needed modifications in training plan
__ Reselect student personnel if necessary
__ Initiate Problem Solving Group schedule
__ Assist in establishing parent groups
__ Assist in developing and maintaining a Project resource center
__ Develop Problem Solving Group progress evaluation plan
__ Conduct and complete regular concurrent training for Student Leaders
__ Implement Problem Solving Group progress evaluation plan
__ Conduct Problem Solving Group evaluation
__ Conduct training group evaluation
__ Examine evaluation results
__ Recommend appropriate Project modifications
__ Report appropriate evaluation findings and recommendations
__ Agree if the Project is successful to aid in the expansion of the Problem Solving Project in the school

E. Student Leader Responsibility Guidelines

__ Agree to complete preliminary leader training
__ Evaluate personal adequacy to proceed with leadership role
__ Conduct Problem Solving Group according to Project concepts and design
__ Assist in developing and maintaining a Project resource center
__ Assist in developing Problem Solving Groups
__ Complete regular concurrent leader training sessions
__ Assist in implementing Problem Solving Group progress evaluation plan
__ Agree, if the Project is successful, to aid in the expansion of the Problem Solving Project in the school

III. Practical Considerations in the Use of the Problem Solving Project

A. How to Initiate Project

. Secure all printed materials available from the Bureau of Guidance
. Plan an initial orientation session to explain project to faculty, administration, and representatives from student body
. Form a selection plan to secure Training Team
. Select Training Team
. Plan an appropriate workshop experience to give Training Team initial experience to begin implementing Project design

One of the first duties of the Training Team is to develop a specific timetable for the project in their school. This should be detailed with actual dates and times, places with room numbers, and the name of the person responsible for the activity. After development, it should be submitted to the administrator for his approval and then made available in an abbreviated version to the school community.

B. Suggestion for Selecting Initial Staff

The Advisory Committee has the responsibility for developing a plan to secure the proposed Training Team, publicizing the plan, and seeing that it is implemented. They may delegate aspects of this process to appropriate groups such as the faculty association, a student committee or a parent committee. It is recommended that students be involved in all aspects of the plan at the initial planning stages. A minimum Training Team consists of two members while more might be desirable.

While it is recognized that personality characteristics are often most difficult to assess, it is, nevertheless, critical to the success of the project that the Training Team members exhibit certain traits. It is equally essential that certain other administrative actions be taken. The following list should not be construed as being all inclusive or permanent but rather an initial guide.

Training Team Member Characteristics

- Has time to perform required project tasks and to participate in total attitude and skill development program
- Has personal commitment to participate
- Has ability to adapt to change, accept new ideas, and create innovative approaches
- Is sincere and open in dealing with others
- Has a desire and the ability to work on multiple levels (community, students, parents)
- Is compatible with other team members
- Is student centered
- Is accepted by faculty as a constructive peer influence
- Understands and accepts basic Problem Solving Project design

Administrative Actions

- Establishes nonmandatory participation
- Does not limit selection choice in regard to educational background or specialty
- Assures acceptance of Training Team members by Board of Education, faculty, students, and community
- Conducts ongoing review with team members of their ability to continue in project

After final selection of the Training Team, the administrator must provide sufficient

- time in the school day for the Training Team to operate
- facilities
- materials for the team
- resource support
- funding

C. What To Tell Prospective Group Participants

In surveying potential participants for the Problem Solving Project, the following should be considered:

. "How will this program help me personally?"
--Understanding better what happens between you and others helps you more often to accomplish what you want.

. "How will this understanding and learning take place?"
--In a small task group where people are interacting with each other to (a) increase their understanding of themselves and others, (b) learn how they are seen by others, and (c) change in accordance with what they have learned, should they choose to do so.

. "Who leads the groups?"
--The Project was designed to operate with small task groups with peer leaders - that is, without professional leaders. Participants conduct their own sessions.

. "How long must I stay in the program?"
--Because it is important to complete the Project once started, you should know the amount of time involved in the sessions and the planned schedule.

. "Are these groups rap sessions?"
--Project groups are somewhat different from rap sessions and group counseling. The groups are concerned with developing personal skills in dealing with others, solving problems, and communicating. Because of its informal "let's-talk-it-over" discovering method, most find this Project not only beneficial but enjoyable as well. Many of the ideas and concepts and much of the teaching come from the participants.

The following can be readily adapted to either a letter or a booklet to be given to students before they enter the groups. Adaptations can be used with adults.

To The Student: This pamphlet was written to help answer some of your questions about group counseling. You will find included some questions that have been asked by other students concerning peer groups which may be helpful to you in explaining how you will fit in your peer groups. You may have other questions or thoughts to discuss, so please feel free to ask your counselor.

What is a peer group? Peer group can mean many things to many people, but it provides an opportunity to:
1. talk about common concerns or problems
2. express your feelings in a small group
3. help you to understand how you are seen by others

How often do we meet?

The group will meet at least one period a week for the number of weeks that your counselor has suggested. Meetings will begin on time and end on time.

Who is going to be in the group?

We will have at least two trained peer leaders and five or six other students who have expressed an interest in discussing their feelings, goals, and other interests. The group members may be all girls, all boys, or sometimes both. Very seldom are more than two grade levels represented.

Why was I asked to be in your group?

The reason or reasons you were asked to be in the group can best be explained by your counselor. However, it is felt that if you participate in the group you may be better able to see your potentials as a person and develop these potentials to your advantage.

What can I gain by being in a group?

1. You may come to understand others in the group more clearly.
2. This understanding of others can help you to see and evaluate yourself more clearly.
3. You may gain an understanding of your strengths and benefit from these.
4. It gives you a place to express yourself and your true feelings with more security.
5. You may find you have concerns similar to others in the group and realize that you are not alone.

What will be expected of me?

Some of the things the group would expect of you would be

1. to be there on time
2. to be honest
3. to be willing to listen to the others
4. to be willing to talk about things that concern you
5. to show respect of the others in the group by keeping discussion and confidences of the group within the group

Do I have to be in the group?

No, but we would like you to be if you want to.

Can I quit the group?

You may leave the group anytime you wish to do so.

IV. After the Problem Solving Project, What?

Additional materials and information regarding the operation of small task groups are available from several sources - readings, organizations, college and university courses, and resource personnel with experience in small group management. The following lists some of these resources.

A. Organizations

Bureau of Guidance
State Education Department
Albany, New York 12224

Center for Studies of the Person
P.O. Box 2157
La Jolla, California 92037

Creative Learning Systems, Inc.
2560 Overlook Road
Cleveland Heights, Ohio 44106

Guidance Associates
Pleasantville, New York 10570

Guidance Program Aids
384 Ballston Road
Scotia, New York 12302

IDEA Institute for Development of
Educational Activities, Inc.
P.O. Box 446
Melbourne, Florida 32901

Institute of Industrial Relations
Social Sciences Bldg. 9374,
University of California
Los Angeles, California 90024

National Training Laboratories
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

New Educational Directions
of Bowker Gannon and Associates
Box 307
Crawfordsville, Indiana 47933

Stuart Reynolds Productions
9465 Wilshire Blvd.
Beverly Hills, California 90210

University Associates Press
P.O. Box 615
Iowa City, Iowa 52240

Western Behavioral Sciences Institute
1150 Silverado
La Jolla, California 92037

B. Resource Personnel

Mr. John P. Harrison, Jr.
Guidance Department
Scotia-Glenville High School
Scotia, New York 12302

Mr. Robert Kitts
P. V. Moore High School
Central Square, New York 13036

Mr. Michael Koss
Allied Health Professions
Health Services Center
Stony Brook University
Stony Brook, New York 11790

Mrs. Andy Myers
Wellwood Jr. High School
Fayetteville, New York 13066

Mr. John P. Stebbins
Bureau of Guidance
State Education Department
Albany, New York 12224

Mr. Arthur Coccaro
Health Coordinator
Massapequa Public Schools
Massapequa, New York 11758

C. Selected Reading List

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PROBLEM SOLVING PROJECT

PHASE II

STUDENT LEADER TRAINING

CG 007 569

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF GUIDANCE / ALBANY, NEW YORK 12224
1972

ED 068864

Problem Solving Project

PHASE II

STUDENT LEADER TRAINING

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Guidance
Albany, New York 12224
1972

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FOREWORD

The current emphasis on humanistic education has brought about a refinement of many educational techniques. One of these is the use of the small group as an instructional tool. An especially significant development in the small group is that of the utilization of a member of that group as a leader or facilitator of the group. To expand this technique to its fullest, it is necessary to provide a basic training program for those who are to become the leaders. This booklet attempts to outline such a program plus a self-learning program for the trainers and selection procedures for student leaders and trainers.

The approach has been developed after an extended experience in twelve selected schools in the State of New York and is based upon their experiences as well as current educational theory.

The following, utilizing small group process techniques themselves, worked jointly to produce this document:

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INTRODUCTION

Purpose of Student Leader Training

The purpose of training students to act as leaders is to help students function as change agents in peer groups. Students tend to learn more and become more responsible for their own learning and behavior if they develop a sense of ownership regarding their group's functioning. The release of creative student resources results from the use of students as leaders for peer groups.

Peer groups can deal with peer problems and reach effective solutions or choose productive alternatives which are more meaningful to them than solutions reached by others. Peers are more accepting of alternatives and solutions they have formulated, and their skill in problem solving is enhanced by engaging in the problem solving process.

The objectives of the student leader training are:

1) To gain an awareness of group and group processes
2) To gain an awareness of group leadership and membership roles and styles
3) To become prepared to run a healthy group and to put knowledge into practice

Definition of Concepts

The Problem Solving Project is based upon two major concepts and it is essential that a full understanding of these concepts be shared by administrators, faculty, students, parents, and community if the techniques and activities are to be effective and efficient.

Concept One - Leadership

A leader in this project can best be defined as that person in a group who is working to unlock the resources and expertise that each member brings to the group. He is not a teacher, chairman, or lecturer, but rather a facilitator, expediter, or prodder. He acknowledges that the group has within itself the resources to solve its tasks. Essentially, the terms member and leader become synonymous. The leadership role moves about the group in an easy flowing, natural manner. A leader operating as a facilitator will not be identifiable to an outside observer of the group - it will simply appear that the group is moving of its own accord. The leader's function is to facilitate the group's problem solving; he is not necessarily an expert on the task the group has chosen. Decisions in the group are arrived at by consensus, not by majority vote or leader edict. The leader, and eventually each group member, must see that every

individual in the group is able to participate fully and that he has the opportunity to develop his own individual strengths, styles, values, and opinions.

Concept Two - Learning Through Common Experience

The training approach is based upon a concept commonly abbreviated to "EIAG," or Experience, Identify, Analyze, and Generalize. This implies that learnings take place in a group by experiencing a common activity, identifying the elements of the experience, analyzing their significance and meaning for the individual and the group, and then generalizing to broader areas of problem solving. It also implies that teaching can best be accomplished by example - show and practice the style of leadership you wish to teach. Statements such as "I don't know, let's examine it together" and "let's talk about it" should be the rule.

Conditions, Requirements, and Concerns

A. Conditions

Certain conditions are necessary with regard to the characteristics and the state of development of the people who are most likely to be thinking about leadership training programs.

First, this material is prepared for a school district which has not previously used the peer group approach. It is further assumed that there is familiarity with the basic Problem Solving Project design material and that the local administrator has made a commitment to provide the time, facilities, and personnel necessary to carry out project activities. Funding, while relatively modest, must also be provided. The Training Team must be aware of the demands of time and energy required and must also feel committed enough to make the necessary investment. It is recommended that numbers of students involved be limited and that movement be slow for the first year.

The leadership training aspect of the Problem Solving Project presupposes certain elements of the total project. There must be continuous student involvement in all phases. The ground rules for the project must have been established by school and community groups.

This publication is designed for use by a counselor or teacher who has had minimal training or experience in groups but who is strongly motivated to begin to use these groups in his school environment. The Training Team Attitude and Skill Development Program that follows can give a local Training Team enough skill, knowledge, and confidence to begin working with the student leaders. Development as a trainer,

however, is continuous. Trainers and students will be learning together.

A basic assumption of the peer group approach is that this technique is not to be confused with group therapy or counseling. Peer groups are task oriented and are designed for use with normal students with normal problems. It is further assumed that students do have problems which they want to understand and/or solve and that the resources to gain such understandings and solutions reside within the group.

Each district has unique circumstances which will dictate possible changes in implementation of this program. It is expected that districts will adapt the project format to accommodate local situations and use the feedback devices provided within the project design to continue revision of the program once it has been implemented.

Having stated the assumptions basic to this presentation, there are certain requirements that must be met before a program can begin to function. The following list indicates some major areas that must be dealt with by the local district.

B. Requirements

- Evidence of commitment by the administrator.
- Awareness of total project by all faculty members.
- Communication and cooperation between parents, board of education, community, total school community, and Project Coordinator.
- Adequacy of facilities - movable furniture, a quiet isolated, room of adequate size, lighting, and temperature. Atmosphere should be relaxed and comfortable and a tape recorder should be available.
- Establishment of policies concerning taping and confidentiality.
- Arrangements for a resource center.

C. Concerns

There is a total community need to be aware of the basic peer group approach and to understand its objectives and intent, rather than to become so entangled in techniques and labels as to lose sight of the basic aims of the project. In order to communicate accurately, it is better to describe a technique than to label it, and the technique should be viewed as a means of facilitation in the group rather than an end itself.

It is helpful for school project personnel to consult with other schools who are implementing the same program in order to share ideas, support, and resources.

STUDENT LEADER TRAINING PROCEDURES

The student leader's function is to help each member of his group learn to express freely his ideas and to use his resources to aid in the solution of the group's task. The leader teaches, through example, the art of listening with understanding and tolerance. He directs the group toward expression and resolution of conflict. He helps the group learn to explore confusion and find clarity. A member of an effectively led group learns to express himself and to effect and improve his environment. Ongoing group communication and skilled group leadership seeks to discover the common human denominator that makes it possible to direct the group toward common goals instead of stalemating each other because of differences. The following procedures are designed to provide for the establishment of this style of group leadership by developing an adult training team to implement a student leadership program.

TRAINING TEAM ACTIVITIES

Training Team Selection

A. Development of Plan

The Advisory Committee has the responsibility for developing a plan to secure the proposed Training Team, publicizing the plan, and seeing that it is implemented. They may delegate aspects of this process to appropriate groups such as the faculty association, a student committee or a parent committee. It is recommended that students be involved in all aspects of the plan at the initial planning stages. A minimum Training Team consists of two members, while more might be desirable.

B. Criteria

While it is recognized that personality characteristics are often most difficult to assess, it is, nevertheless, critical to the success of the project that the Training Team exhibit certain traits. It is equally essential that certain other administrative actions be taken. The following list should not be construed as being all inclusive or permanent but rather an initial guide.

Training Team Member Characteristics

- Has time to perform required project tasks and to participate in total attitude and skill development program
- Has personal commitment to participate
- Has ability to adapt to change, accept new ideas, and create innovative approaches
- Is sincere and open in dealing with others
- Has a desire and the ability to work on multiple levels (community, students, parents)
- Is compatible with other team members
- Is student centered
- Is accepted by faculty as a constructive peer influence
- Understands and accepts basic Problem Solving Project design

Administrative Actions

- Establishes nonmandatory participation
- Does not limit selection choice in regard to educational background or specialty
- Assures acceptance of Training Team members by board of education, faculty, students, and community

. Conducts ongoing review with team members of their ability to continue in project

C. Implementation

After final selection of the Training Team, the administrator must provide sufficient

- . time in the school day for the Training Team to operate
- . facilities
- . materials for the team
- . resource support
- . funding

Local School Timetable Development

One of the first duties of the Training Team is to develop a specific timetable for the project in their school. This should be detailed with actual dates and times, places with room numbers, and the name of the person responsible for the activity. The timetable listed in the Student Leader Training Design section can serve as a rough guide. After development, it should be submitted to the administrator for his approval and then made available in an abbreviated version to the school community.

Training Team Attitude and Skill Development

The Training Team Attitude and Skill Development phase is designed to equip the Training Team with those concepts and techniques necessary to conduct the student leadership training and to support the basic Problem Solving Project design.

Learnings may be acquired through individual Training Team learning efforts, by combining with teams from other schools in formal inservice programs, through Problem Solving Project workshops, through college and university courses, by visitation to operating programs, by reading appropriate materials, or a combination of the above.

Training Team members must gain their practical experience in group techniques through actual ongoing participation in functioning groups. These groups may be inschool, interschool, community, church, college classes, inservice groups, or the Training Team itself, if large enough.

The training methods should reflect that the laboratory method differs from the didactic in that it assumes the group has the resources,

and the leader acts to release them and shows by example the style of leadership that is to be taught. The dimensions of a healthy group are taught by developing and experiencing them.

These learnings will be useful only if planned and engaged in by the total team, not by selected individuals on the team.

A working understanding of the following concepts and techniques by the Training Team constitutes the minimal level of attitude and skill development needed to conduct the Problem Solving Project.

A. Concepts

- EIAG (Experience, Identify, Analyze, and Generalize)
- Experiential learning
- Task-process
- Facilitator style of leadership
- Group centered leadership
- Resources for problem solving reside in the group
- Problem Solving Groups

B. Techniques

I. General Approaches

- Group participation
- Use of group resources
- Problem solving techniques
- Understanding different leadership styles

II. Techniques Used in General Approaches

- listening with understanding
- questioning
- process intervention
- process observation
- memory bank
- log of actions
- change of pace
- get acquainted activities
- sensory awareness
- silence
- readings
- feedback
- self-evaluation
- conflict resolutions

- reinforcement
- force field analysis
- action planning
- newsprint
- housekeeping
- room arrangements
- openness
- support rather than criticism
- learning together
- rapport building

Training Team Self-Evaluation

Upon the completion of the Training Team Attitude and Skill Development phase, it is imperative that the individuals involved consider their personal adequacies in relation to proceeding with the Problem Solving Project.

The recommended procedure for conducting the team self-evaluation is to have its members meet in their group and conduct the self-evaluation cooperatively by discussing each of the questions mentioned in this section.

Self-evaluation necessitates a candid observation along five interwoven areas. On considering the following questions of concern, relate them to:

- Social implications
- Emotional requirements and limitations
- Intellectual capabilities
- Spiritual orientations; e.g., value judgements
- Time and schedule requirements and limitations

Try to evaluate ability and personal adequacy to be of help to the student leader by considering the following suggested questions:

a) Can you accept the selected student leaders' philosophy without personal condemnation? Can you accept him as he is? This is particularly important at the commencement of the Problem Solving Project. To reject at the outset may hinder the possibility of his continuing. Once a relationship has been solidified, confrontation or more powerful techniques may be utilized.

b) Can you strive to concentrate on the student leaders' strengths and attempt to bring out his creative potential wherever present and whenever possible? One is usually so intent on changing

his weaknesses or shortcomings, one frequently forgets his strengths.

c) Can you be authentic in your relationship with youth who put such a high premium on this quality? Hypocrisy and phonies are integral parts of the credibility gap that has evolved in recent years.

d) Can you handle an extended and sequentially developed involvement with students? One must consider the time duration of the on-going project.

e) Consider your attitude toward your right to determine another person's lifestyle. Do you consider some problem solving areas ones of moral judgements and not ones to be determined by group process?

f) Double check on the possibility of there being some unconscious motivation for your choice of vocation; for instance, make sure that your desire to uphold the letter of the law is not actually an expression of hostility toward the student and what he represents.

g) Do you have blind spots and prejudices?
Are you aware of and understand what young people are talking about through their media (e.g. music, jargon, posters, graffiti)? There is no quicker way to lose your youthful audiences than not to have adequate and accurate information when desired.

h) Will the fact that the student leaders and their groups may be engaging in problem areas that deal with an illegal practice (e.g. drugs) create a barrier of repugnancy which can deter your effectiveness?
Do not try to judge or to evaluate too early or too harshly. Try to understand.

i) Can you guide your student leaders to look beyond the symptoms (their behavior) and consider the why of their actions to better understand the dynamics or motivating forces that are prevalent in problem areas impinging upon them? Can you continue to guide the student leaders in followup training sessions to look and search for causes of behavior - not to offer rationalizations, but to provide insights wherever possible?

j) Have you acquired and developed the necessary techniques and activities for project implementation and followthrough.

k) Are there sufficient resources available for the Problem Solving Project implementation?

The evaluative procedure provides the individual Training Team member with three alternatives:

- Voluntary removal from the Problem Solving Project
- Continuation of the Training Team development prior to student training sessions
- Initiation of development of student leader selection plan

STUDENT LEADER TEAM ACTIVITIES

Student Leader Selection

The selection of student leaders is a critical point in this project. It is at this time that the student body first becomes committed. Misinformation or misunderstandings at this juncture can easily cause the entire program to fail. Sincerity and honesty must be practiced and procedures must be thought through before being presented to make sure that "backtracking" or "broken promises" will not occur. It is recommended that students be involved in the development of the selection plan and that the plan reflect the philosophy of the school community in a practical and realistic manner.

A. Development of Plan

The school administrator has the ultimate responsibility for the student leader selection plan but it is assumed that he will delegate this to the Training Team. Two alternatives are then open to them: one - to select the student leaders by a method of their own choosing or, two - to form a group of interested people to develop a selection plan. It is recommended that the latter method be employed.

Methods which have been used include:

- recommendations by guidance counselors
- recommendations by administrators
- recommendations by faculty
- recommendations by student body
- random selection from student body
- half random selection and half recommendations
- combined recommendations of the above

The selection must include provision for orientation of the entire student body to the Problem Solving Project in general and to the methods used by and reasons for the student leader selection plan. Provision must be made to recycle the plan if students reject the leadership role, and specific responsibility for implementing activities of the plan should be assigned.

B. Criteria

In general, the criteria listed for the Training Team selection process are equally applicable for the student leaders. Additional concerns involve methods for securing a true cross section which the already established student leaders may or may not reflect. Experience

has shown that the following will help to ensure student leaders who will be effective in their role and accepted by their classmates.

- Strive for cross section of student body with respect to sex, school program, I Q level, courses, social and economic status, and activities
- Aim for random selection where possible to avoid "stacking the deck"
- Eliminate seniors since program should be ongoing
- Look for full time students with time to participate in program and willingness to invest their time
- Select from population that will be participating in the student groups (own grade level)
- Be nonmandatory in selection of individuals

C. Implementation

After the development of the student leader selection plan, the administrator must review it and accept or modify it. He must then provide sufficient

- time in the school day for the selection plan and the project to be explained
- staff time to implement the plan
- student time to be interviewed
- facilities where interviews and meetings can take place
- necessary materials

Student Leader Training Program

The student leader training program is a comprehensive program to train students for the assumption of the leadership role with their Problem Solving group. The processes that are inherent in this training program are the orientation of student leaders to both the total project and leadership training concepts, the experiencing of group leadership and membership roles, the teaching of group leadership concepts, the planning for the leadership of their own groups, and the reinforcement of these dynamic concepts. Specifically the student leader training program should provide experiences in the group and its processes, experiences in the leadership and membership roles, and the formulation of action plans for the management of groups by the student leaders.

These experiences are provided in two types of sessions, preliminary and concurrent.

The following plan is based upon a time allotment of three double periods for the preliminary phase, one double period for self-evaluation, and regular sessions concurrent with the scheduled Problem Solving group meetings. Preliminary sessions should be held on a weekly basis to allow time for a maturational process to take place with the potential student leaders.

A. Preliminary Student Leader Group Sessions

Session Number 1 - Objectives

. Orientation
- (a) to leadership selection process
- (b) to project
- (c) to training goals
- (d) to ground rules
- (e) to next session

. Group leadership role experiencing
- (a) listening with understanding
- (b) conflict resolution
- (c) problem solving
- (d) acceptance of other group members
- (e) dissemination of leadership functions

. Group membership role experiencing
- (a) participation
- (b) listening with understanding
- (c) acceptance of other group members
- (d) assumption of leadership functions

Session Number 2 - Objectives

. Continuation of group membership role experiencing with particular attention to
- (a) membership roles and styles
- (b) membership vs leadership roles
- (c) awareness of self
- (d) awareness of individuality of other group members

- Continuation of leadership role development with particular attention to
  (a) different leadership roles and styles
  (b) task and process concepts
  (c) leadership role playing

- Development of group feedback techniques to
  (a) evaluate session
  (b) prepare for next session
  (c) learn process intervention techniques

Session Number 3 - Objectives

- Continuation of leadership role development with particular attention to opportunities to experience leadership role under group observation and trainer supervision

- Continuation of group membership role experiencing with particular attention to
  (a) development of resource center
  (b) concepts of evaluation

- Development of student leader's action plan - who, what, where, when

Session Numbers 1-3 - Suggested Approaches

The following are examples of approaches found adaptable to the session objectives. The EIAG model (experience, identify, analyze, and generalize) is the learning concept upon which all group sessions are based. It is assumed that the Training Team will select approaches which are appropriate for their group at a given point in the training process. Teaching by example rather than lecture is the vehicle by which all of these approaches are implemented.

A. General Approaches

- Group participation
- Use of group resources
- Problem solving techniques

B. Techniques used in general approaches

- listening with understanding
- questioning

- process intervention
- process observation
- memory bank
- log of actions
- change of pace
- get acquainted activities
- sensory awareness
- silence
- readings
- feedback
- self-evaluation
- conflict resolution
- reinforcement
- force field analysis
- action planning
- newsprint
- housekeeping
- room arrangements
- openness
- support rather than criticism
- learning together
- rapport building

B. Self-evaluation - Session Number 4

Objectives

- To determine student leader's self-adequacy to proceed in regard to
  (1) description in guidelines
  (2) use of guidelines
  (3) individual decisions to proceed

- To review and refine individual student leader action plans

- To reinforce and support student leaders and to prepare them for their first Problem Solving Group experience

Upon the completion of the student leader training program (preliminary sessions) it is necessary that the student leaders involved consider their personal adequacies in relation to proceeding with the Problem Solving Project.

A recommended procedure for conducting the student leader self-evaluation is to have its members meet as a unit and conduct it co-operatively by discussing each of the questions mentioned in this section. It is anticipated that the Training Team will modify the wording of the

questions to conform with the capabilities of the group.

Self-evaluation necessitates a candid observation along five interwoven areas. On considering the following questions of concern relate them to:

- Social implications
- Emotional requirements and limitations
- Intellectual capabilities
- Spiritual orientations; e.g., value judgements
- Time and schedule requirements and limitations

Try to evaluate ability and personal adequacy to be of some help to the Problem Solving Group by considering the following suggested questions:

- Do you thoroughly understand the reason for your selection to the student leader Training Team?
- Do you have a thorough understanding of the Project ground rules and the Problem Solving Project objectives and accept them?
- Have you had an opportunity to model a leadership role under group observation and trainer supervision?
- Have you developed sufficient problem solving and communication skills necessary for the inauguration of your action plans?
- Are there sufficient resources available for action plan development?
- Have you adequately understood the following fundamental concepts:

  - Orientation toward helping the group establish its objectives rather than your personal goals
  - The use of integrative and constructive methods in problem solving rather than win-lose approach
  - The minimizing of status differences between yourself as a leader and the group
  - That every group member should be considered a potential contributor rather than the concept that most people are too uninformed to make a contribution to a group discussion
  - That a leader should try to decrease dependence upon himself rather than accepting dependence upon him
  - That goals set by the group in the long run will be best for the group rather than the concept of leader knows best

.. That there is a distinction in the popularity vs. leadership roles
.. That the most effective group is the one in which each member feels free to lead rather than the concept that all groups require only a single leader

The evaluative procedure provides the individual student leader member with three alternatives:

. Voluntary removal from the Problem Solving Project
. Continuation of the student leadership training phase through program modification
. Commencement of Problem Solving Group

C. Concurrent Student Leader Training Sessions (Number 5 on)

Objectives

. Analysis of Problem Solving Group development
. Reexamination and expansion of group leadership adequacies
. Reinforcement of training skills, training concepts, and individual confidence
. Refinement of action plans
. Expansion of pertinent resource materials

Approaches suggested under the preliminary student leader training sessions are equally applicable to this phase of the training.

STUDENT LEADER TRAINING PROGRAM EVALUATION

The success of the student leader training program is measured by the degree to which the student Problem Solving Groups are able to move toward their objectives. It is, therefore, recommended that evaluation be thought of in the broader scope of the total project and that the self-evaluation sections described earlier be used to provide the feedback for modifications in the student leader training program.

A separate publication, Evaluation, describes in greater detail, evaluation procedures for the total Problem Solving Project.

DEFINITION OF TERMS

Action Planning - A facilitating activity where each member of the group, either singly or in concert, is required to plan specifically, in writing, the actions that he will take or that the group will take immediately following the conclusion of the formal group session. It answers the questions, who, what, where, and when, in specific detail and provides for reporting back to group.

Change of Pace - Techniques designed to cause interruptions when a group bogs down and to relieve fatigue. Change of pace may be in the form of process intervention, in the form of small group to large group activities, in the use of music, or in the use of specific small group activities.

Community Advisory Group - A group of community leaders brought together for the purpose of advising, establishing ground rules, providing resource backing, and aiding in public relations and information dissemination concerning the Problem Solving Project.

Concurrent Training Sessions - Those training sessions for student leaders conducted by the Training Team as reinforcement or backup to the student leaders while the students are conducting their own Problem Solving Groups.

Conflict Resolution - Those specific activities brought to bear upon a particular problem in a group until resolution is achieved. It assumes that every conflict brought before the group can be dealt with by the group openly and directly, and requires that the group does not leave the conflict until it is resolved or reduced to a degree that does not impede group progress.

Consensus - The concept or approach to problem solving that requires every member of a group to be comfortable with the solution as far as it goes. This is neither a compromise nor a majority rule, but rather a total understanding as far as can be reached. It assumes that a great deal of communication has taken place in the group.

Decision Making Approach - The concept that decision making is a process involving certain discrete steps and that individuals can be aided in making better decisions by having a full and conscious understanding of these steps.

Evaluation - Those activities conducted at appropriate points in the project to determine its success and to make specific recommendations for further action.

Experiential Learning - The concept that learning takes place best by actual doing or experiencing rather than through lecture or reading.

Feedback - The process by which both individuals and the group gain an understanding of the ways in which behavior and communication are being interpreted by others. It is a way of helping another person to consider changing his behavior. As in a guided missile system, feedback helps an individual keep his behavior on target and thus better achieve his goals.

Folding In - The specific time taken to bring a new member up to date so that he can use his energies to forward the group task rather than spending his time finding out what it is and establishing himself in the group.

Force-Field Analysis - A method for analyzing those forces which both hinder and promote a solution to a problem. It is used in action planning and shows exactly where support and resources exist and where hindering or blocking actions exist and suggests ways for efficient resolutions of problems.

Ground Rules - Those specific parameters which have been established either by an advisory committee or by the group itself, to aid in defining the areas and problems permissible for the group to consider and the methods the group may use. It is assumed that once these are established they are understood and accepted by all.

Group-Centered Leadership - The concept that leadership resides within the group rather than in an individual. Membership and leadership roles constantly change with individual group members. Leadership is not permanent for an individual, but rather assumed by each member of the group when appropriate.

Housekeeping - Those everyday activities and announcements which must be taken care of before a group can function. They include lunch arrangements, time schedules, seating arrangements, and general announcements.

Lab Method - The concept of learning through experience with opportunity to identify, analyze, and generalize from the experience. Discussion rather than lecture is a strong characteristic, as are questioning and listening.

Leader - That member of a group who is trained to act as an expediter or facilitator of the group.

Listening With Understanding - The concept that listening involves more than hearing - it is an active process requiring internalization of concepts and thoughts in such a fashion as to involve dynamic action on the part of the listener.

Log of Actions - A listing, usually on newsprint, of the decisions and actions taken by the group with specific recommendations.

Memory Bank - A collection of materials, usually on newsprint, which have been developed by the group to serve as a basic resource to them in their deliberations.

Newsprint - Use of large sheets of chartboard or easel paper to facilitate action planning in a group. Sheets serve as a permanent record of the group's progress, allow the entire group to visualize at all times actions and developments taken by the group, and greatly increase the sense of ownership by all members of the group in the group's progress.

Parent Groups - Those groups of not more than eight to ten parents brought together under the direction of a trained leader for the purpose of better understanding of, and communication with, their children.

Peer Group - A group of individuals who all have something in common such as age, sex, grade, purpose, or problem area.

Peer Group Process - The planned situation in which a group of not more than eight to ten people come together because of similar interests or problems and work jointly using specific techniques and activities to solve problems brought before the group. As used in this paper it involves the two concepts described earlier, group leadership and learning through common experience.

Problem Solving Groups - See Peer Group Process.

Preliminary Training Sessions - Those training sessions for the student leaders conducted by the Training Team before the student leaders work with their own Problem Solving Groups. These sessions cover the basic techniques needed for the student leaders to begin their own Problem Solving Group sessions.

Problem Solving Approach - The reason behind the formation of the group, i.e., that individuals within the group have a common problem and have banded together to work toward a solution of that problem that will benefit each individual through the use of the combined resources brought to the problem by the total group.

Process - See Task-Process

Process Intervention - The interruption by the leader or trainer of the group as it works on its task to make it more conscious of, and consequently able to deal better with, process items in the group.

Process Observation - The situation when a neutral or third party observes the group and feeds back to the group information about its functioning which will help the group members better understand and deal with those items of process which are causing blocking and helping actions.

Reinforcement - Those techniques designed to strengthen the positive factors and characteristics working within a group or with individuals within the group.

Resource Center - A collection of resources, both in regard to people and to things, which are developed during the project for the use of those people within the project. Items may be in respect to content areas regarding problems dealt with by the groups or they may be in regard to process and techniques used.

Resources - The talents, skills, aptitudes, knowledge, and contacts brought to a group by each member of the group individually.

Self-Evaluation - Those activities engaged in by both the Training Team and the student leaders following their formal training programs to determine their readiness to continue on with the project.

Sensory Awareness - The use of any technique appealing to the senses in such a fashion as to cause group members to stop and consider its total impact. Examples are the use of silence, of music, or of psychedelic posters or decorations, and of furniture or room arrangements.

Silence - The planned use of silence to create effects either in the area of change of pace or in the area of sensory awareness.

Student Leader - The student or students who have been trained by a Training Team to act as expediter and facilitators in a group of their peers.

Task Oriented - The concept that every group must have a specific task or problem to work upon rather than using group techniques solely for the sake of the technique. This presumes that every group is organized to solve some problem or problems and that it must assume as its task the solution of these problems.

Task-Process - A simplification of the forces at work in a group. Task is that which the group sees as their problem or job to be done and process is all the other activities and forces at work in the group. It is often desirable to reduce the amount of energy given to process items so that it may be released to work on task items. This is done by formalizing the process concerns so they can be dealt with directly and openly.

Trainer - That member of the Training Team specifically designated with the responsibility for carrying out training exercises.

Training Team - Those adult or professional members of the project who have specific responsibilities for training students or parents in the techniques of leadership called for by the Problem Solving Project.

Walk Through - The technique of presenting, on newsprint, an individual group's work to the plenary group with the purpose of informing and preventing divisiveness among groups.